

**Fair Lawn Public Schools  
Fair Lawn, NJ**



**Advanced Placement Art History  
Grade 10-12  
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**Fair Lawn District Mission**

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

#### **Department of Fine Art Mission Statement**

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

### **Visual Arts:**

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

### **Cross Curricular Core Content Standards**

The units in this curriculum reflect the integration of the New Jersey Mathematics, Science, Social Studies, Technology Literacy, and 21<sup>st</sup>-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Mathematics – CCCS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – CCCS 8.1; 8.2

21<sup>st</sup>-Century Life and Careers – CCCS 9.1; 9.2

**Common Core State Standards Initiative (2010)**

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

**Examples of these standards:**

**RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)

**W.9-10.1.** Write Arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.

## **Course Synopsis**

The purpose of Advanced Placement Art History is to give students the opportunity to gain college credit in an introductory art history course. Students gain an understanding of history and aesthetics through the examination and discussion of painting, sculpture, graphic design, and architecture in a variety of cultural contexts. For the student artist this course lays the necessary foundation for a more informed and sophisticated understanding of the visual arts. For the non-artist this course serves as an introduction to aesthetic and historical implications of art without the need for the student to participate in creative production. Strong reading, writing, and work/study skills are encouraged and emphasized. Students are required to take the AP Art History Examination offered by the College Board at the conclusion of this course.

When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey State Core Curriculum Content Standards.

## **Course Benchmarks**

1. The student will use vocabulary necessary to effectively discuss the formal, cultural, and contextual aspects of historical art works.
2. The student will identify the relationship of works of art to each other and to their historical and cultural context.
3. The student will analyze art critically, with intelligence and sensitivity, and articulate what is seen or experienced, especially through writing.
4. The student will understand the concept of context and contextual analysis as it relates to both European and non-European visual works of art across cultures and throughout history.
5. The student will examine the relationship of context, function, and style of artworks within a given culture.
6. The student will demonstrate mastery of critical analysis of the three major art forms: sculpture, architecture, and painting from the Western and non-Western tradition in written format.
7. The student will synthesize the interrelationship of the elements and principles of design in visual images.
8. The student will convey the knowledge of techniques, media, and processes of the three major art forms.

## **Scope and Sequence**

### **Marking Period 1**

**Unit I – Context and Visual Analysis**

**Unit II - The Birth of Art**

**Unit III – Art of Ancient Near East: The Rise of Civilization**

**Unit IV – Art of Ancient Egypt: Pharaohs and the Afterlife**

**Unit V – The Art of Prehistoric Aegean: Minos and the Heroes of Homer**

**Unit VI - Art of Ancient Greece: Gods, Heroes, and Athletes**

**Unit VII - Art of the Etruscans: Italy Before the Romans**

**Unit VIII - The Art of Ancient Rome: From Seven Hills to Three Continents**

**Unit IX - The Art of Late Antiquity: Pagans, Christians, and Jews**

### **Marking Period 2**

**Unit X - The Art of Byzantium: Rome in the East**

**Unit XI - The Art of the Islamic World: In Praise of Allah**

**Unit XII - Early Medieval Art in the West: Europe After the Fall of Rome**

**Unit XIII - Romanesque Art: The Age of Pilgrimages**

**Unit XIV - Gothic Art: Age of Great Cathedrals**

**Unit XV - Fourteenth-Century Italian Art: From Gothic to Renaissance**

**Unit XVI - Fifteenth-Century Northern Europe and Spain: Of Piety, Passion, and Politics**

**Unit XVII - Fifteenth-Century Italian Art: Humanism and the Lure of Antiquity**

### **Marking Period 3**

**Unit XVIII - High Renaissance and Mannerism: Beauty, Science, and Spirit in Italian Art**

**Unit XIX - Sixteenth-Century Art in Northern Europe and Spain: The Age of Reformation**

**Unit XX - Baroque Art: Popes, Peasants, Monarchs, and Merchants**

**Unit XXI - Art of the Late Eighteenth Through Mid-Nineteenth Centuries: The Enlightenment and Its Legacy**

**Unit XXII - Art of the Later Nineteenth Century: The Rise of Modernism**

**Unit XXIII - Early Twentieth Century: The Development of Modernist Art**

**Unit XXIV - Art of the Later Twentieth Century: From the Modern to the Postmodern and Beyond**

### **Marking Period 4**

**Unit XXV - Art of ASIA**

**Unit XXVI - Art of AFRICA**

**Unit XXVII - Art of OCEANIA**

**Unit XXVIII - Art of the AMERICAS**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).***

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, projects, presentations, or other formats of measurement used by the teacher.**

**For All Units Covered**

- Goal 1: Learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity.
- Goal 2: Explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. Learn about the purpose and function of art as you develop your ability to articulate visual and art historical concepts in verbal and written form.

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 1.1 The student will use vocabulary necessary to effectively discuss the formal, cultural, and contextual aspects of historical art works. (1.2, 1.4)
- 1.2 The student will identify the relationship of works of art to each other and to their historical and cultural context. (1.2, 1.4)
- 1.3 The student will analyze art critically, with intelligence and sensitivity, and articulate what is seen or experienced, especially through writing. (1.2, 1.4)
- 1.4 The student will understand the concept of context and contextual analysis as it relates to both European and non-European visual works of art across cultures and throughout history. (1.2, 1.4)
- 1.5 The student will examine the relationship of context, function, and style of artworks within a given culture. (1.2, 1.4)
- 1.6 The student will demonstrate mastery of critical analysis of the three major art forms: sculpture, architecture, and painting from the Western and non-Western tradition in written format. (1.2, 1.4)
- 1.7 The student will synthesize the interrelationship of the elements and principles of design in visual images. (1.2, 1.4)
- 1.8 The student will convey the knowledge of techniques, media, and processes of the three major art forms. (1.2, 1.4)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

- Do artists change the course of history?
- Why do artistic movements come and go? What forces cause change?
- When cultures exchange ideas, how do those ideas change culture?
- How does scientific and technological developments affect art?
- Do artistic trends shape or reflect culture and identity?
- How do form, content and context express and influence meaning?
- How do elements and principles facilitate visual communication?
- How do you skill and technique enable the creative process?
- How do we use critique to inform art?

**Enduring Understandings**

- Artists communicate sensibility and meaning through visual & performing arts.
- Artists manipulate their medium(s) to construct meaning.

- An artist's ability to listen and interpret affects his or her ability to understand the art form.
- A level of proficiency is necessary to communicate an artist's intent.
- An artist's use of skills and techniques is a continual, repetitive learning process.
- Artists present finished products or performance.
- The critique process can lead to heightened awareness of aesthetics.
- Critiques promote the use of art vocabulary.
- The critique process is a valuable analysis of what takes place intuitively.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Instructional Tools:**

PowerPoint Presentation with Visuals & Notes

Teacher Created Website (<http://www.flhsaparthistory.weebly.com>)

Handouts

#### **Resources:**

Meggs' History of Graphic Design, Philip B. Meggs, 2005

CollegeBoard Online

#### **Learning Activities:**

Small group activity: Students will compare and contrast thematic information across multiple cultures and time periods. Discussion may be centered around aesthetics, mediums, politics, patronage, religion, and culture. (*knowledge, analysis*)

Large group activity: Students will participate in teacher-facilitated lectures that connect key points within a given topic. (knowledge, analysis, application)

Individual Practice: Free Response Question: Students will work independently to answer slide-based questions about a specific work of art or works of art. (*synthesis, application, analysis*)

#### **Assessment & Scoring Rubric**

This course relies on the AP CollegeBoard Scoring Guidelines for AP Art History.

<https://secure-media.collegeboard.org/ap-student/scoring-guidelines/ap-2012-art-history-scoring-guidelines.pdf>